

**International Education Committee Program Evaluation Rubric**

As noted in the Program Evaluation Criteria document, priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve Puget Sound’s objectives for study abroad experiences. The IEC should consider the four questions below, **scoring programs on a scale of 1-5** based on a *qualitative evaluation of program structure, content, and its relationship to institutional concerns and curricula (rather than simply adding the bulleted items fulfilled)*. These scores can then be used to compare and evaluate programs.

**Individual programs are unlikely to score highly in every category, and some criteria are mutually exclusive from others, but preference should be given to programs with high scores (4-5) in two or more categories.**

<p><b>How well is the program integrated into the broader Puget Sound curriculum?</b></p> <p>Examples of curricular integration:</p> <ul style="list-style-type: none"> <li>○ Substantive, synthetic links between campus learning and study abroad.</li> <li>○ Globalizing and internationalizing the on-campus curriculum.</li> <li>○ Abroad programs that draw on faculty expertise, including direct program design and leadership.</li> </ul> <p>SCORE: _____</p>	<p><b>Is the program structured in a way likely to yield a high-impact experience?</b></p> <p>Examples of high-impact program design elements:</p> <ul style="list-style-type: none"> <li>○ Long-term (semester or year).</li> <li>○ Perceived “less culturally similar” destinations.</li> <li>○ Integration of foreign language courses (before or during).</li> <li>○ Leveraging partnerships with international universities and non-profits.</li> </ul> <p>SCORE: _____</p>
<p><b>Does the program incorporate practices that increase intercultural competence?</b></p> <p>Examples of practices associated with increased intercultural competence:</p> <ul style="list-style-type: none"> <li>○ Homestays or related practices that lead to students spending significant portions of their time abroad with locals.</li> <li>○ Faculty mentoring beyond the classroom during program.</li> <li>○ Completing a research experience.</li> <li>○ Completion of a service learning experience or internship.</li> <li>○ Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.</li> </ul> <p>SCORE: _____</p>	<p><b>Does the program comport with institutional concerns and priorities?</b></p> <p>Examples of relevant institutional concerns/priorities:</p> <ul style="list-style-type: none"> <li>○ Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University’s objectives for international education.</li> <li>○ Programs that allow students in a particular major/field/department opportunities to study abroad that contribute to their field of study.</li> <li>○ Programs that draw student populations that are historically underrepresented in international education.</li> <li>○ Programs with reasonable costs.</li> <li>○ Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).</li> </ul> <p>SCORE: _____</p>